







History - Long Term Plan and Progression Document



Vision 	Intent 	Implementation 	Impact 
<p style="text-align: center;">To recognise the significance of the past in order to understand its relationship with the present.</p>	<p>The more you know about the past, the better prepared you are for the future. - Theodore Roosevelt</p> <p>The aim of our history curriculum is for the children to recognise the significance of the past, from a British and World history sense, to understand its relationship with the present. Our history curriculum is rigorously sequenced so that current learning is linked to previous learning and our children's historical knowledge, understanding and skills build over time. We also want to make full use of our immediate and wider local area, enabling children a deep understanding of the rich history of their own locality.</p> <p>We seek to shape our curriculum around key threads of knowledge pertaining to key people, events/achievements, and lifestyle changes in the past in EYFS to Key stage 1 and build on these threads alongside other over-arching, transferable concepts in Key stage 2 such as Monarchy, Power and/or Invasion. It is these that make our history curriculum coherent, sequential, and meaningful. By mapping out themes across units and revisiting them, the children make connections in learning, gain historical perspective from different contexts and deepen their understanding of the world we live in today.</p> <p>In line with the National Curriculum 2014, we also aim to ensure that, through the teaching of history all pupils:</p> <ul style="list-style-type: none"> • gain a coherent knowledge and understanding of Britain's past and that of the wider world. • Are inspired and show curiosity about the past. • Are encouraged to ask questions, think critically, explore evidence, examine arguments, and develop perspective and judgement. • Begin to understand the complexity of people's lives, the process of change, the diversity of societies and 	<p>In ensuring high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the whole school:</p> <p>The coverage of recent history in KS1 enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories. Through our carefully planned topics, pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They will start to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. As they progress through the key stage, they will begin to make comparisons and connections between people and events in the past.</p> <p>In Key Stage 2, children will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. The children are taught topics in chronological order from ancient history such as 'Ancient Egypt' and then progress onto more modern history such as 'World War I'. In our school, we aim to embed the sequence of chronology from ancient to modern allowing our children to truly develop and embed a sense of time, place in society and how civilizations were interconnected.</p> <p>At Eccleston Lane Ends: History is taught as a half-termly or termly topic, focusing on knowledge and skills/concepts stated in the National Curriculum, to build an in-depth knowledge about a particular period in history, or understand how an aspect of life has changed through time. The key knowledge and skills that children acquire and develop throughout each topic have been mapped to ensure progression between year groups throughout the school and opportunities to practise and embed skills are planned for so that they are revisited and refined over time.</p> <p>The substantive knowledge/concepts taught within each topic are mapped out onto topic knowledge mats, so that the children can refer to them, build on them and make valuable links between areas of study. Our History 'Golden Threads of Learning' such as 'change' or 'invasion' are embedded through topics and/or themes in every year group throughout our History curriculum to secure coherence, connections and progression.</p> <p>The disciplinary progression throughout EYFS, KS1 and KS2 covers, historical skills which are:- knowledge of people, events and time, chronology, interpretation, enquiry, and communication.</p> <p>Within our curriculum, we also ensure progression and coverage in disciplinary historical concepts which include: continuity & change (C&CH), cause & effect (C&E), similarities & differences (S&D), significance (S) and evidence /sources (E). These concepts are carefully considered in our topics throughout all year groups.</p> <ul style="list-style-type: none"> • At the beginning of each new history topic, teachers refer to timelines to develop children's understanding of chronology and each topic is introduced with reference to the chronology of previous topics (including those from previous years). • The strategy of KWL (What I Know, What I would like to know and what I have learnt) is used to check existing knowledge at the beginning of each history topic and this process informs a programme of study that is responsive to children's interests. • There is a structure to the lesson sequence whereby prior learning is always considered from the lesson before and opportunities for revision of facts and historical understanding are built into lessons. • 'Make It Stick' planners are used for children to record learning from lessons on. These are accessed at the start of each lesson and the prior knowledge/learning is built upon. • The rigorous teaching of vocabulary ensures that children can gain and deploy a historically grounded understanding of abstract terms such as 'empire' or 'legacy'. 	<p>The impact of this curriculum design will ensure that all pupils progress in History over time and across key stages. This will be relative to a child's individual starting point and their progression of knowledge and skills (substantive and disciplinary).</p> <p>By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They can draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians, as well as local history. They should be able to describe key events, understand both the inventions and achievements of ancient civilisations and their impact on life today. Outcomes in History and English books evidence a broad and balanced History curriculum and demonstrate the children's acquisition of identified key knowledge and skills.</p> <p>The impact of using the full range of resources, including display materials, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future.</p>



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	<p>relationships between different groups, as well as their own identity and the challenges of their time.</p> <p>In order to do all of the above, we ensure that in our history lessons both our pupils' substantive and disciplinary knowledge is built upon year on year</p>	<ul style="list-style-type: none">● The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.• End of term quizzes are utilised in class based on the Los for the lessons taught throughout a topic (knowledge based).• Themed weeks are timetabled into the calendar to cover areas of local History that we feel is both beneficial and successful to celebrate at the same time across the school. We work towards displaying our learning and bring it altogether as a school community.• Local History is taught in individual classes through links with themes or topics. It is also taught in KS2 as a topic focus on our local town of St.Helens and during whole school focus weeks based on different aspects of history in Liverpool, to ensure knowledge and coverage is built upon around our local city.• Key historical figures, from different periods and backgrounds, are either taught alongside a particular topic or considered as wider curriculum links throughout the year.• Classes have 'Real History experiences' linked to their topics to excite and bring the time alive for the children. The children have a real hands on experience, whereby they get to visual and dramatize the time period in question. Alternatively, classes also go on trips to sites/areas of interest to enhance their learning.• In a lot of cases, English lessons and creative writing throughout each year group, are planned in and link to their History topic.• British Values are linked to our lessons and are taught through Picture News assemblies - linked to current and historical affairs. Children have a better understanding of the world in which they live and how these affairs impact on us. Class discussions the following day then allow children more opportunities for discussion and debate.• The History topics frequently form the core of our cross-curricular approach to teaching, support and engaging our pupils with work in many other subjects, including English, Art and Design and technology. In this way, children can gain a richer and deeper understanding of each particular period in time.• We aim for our children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the power of educational visits, visitors and real and replica artefacts.• We also maximise the opportunities that our local area (St. Helens /Prescot) and home city of Liverpool has to offer in terms of its rich history and vast array of museums and cultural sites.	<p>Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, make it stick assessments, quiz-based end of unit assessments, book looks, pupil voice and regular feedback in lessons.</p>
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British History	World History						
	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Reception	Transition - My own History	<u>Celebrations</u> Bonfire Night / Guy Fawkes	<u>Childhood changes</u> Christmas in the Past		<u>Growth and Change</u> *Reference to their own history timeline.		Houses and Homes- Victorian Washdays
Year 1	History of transport			Toys our Grandparents had (Real History)		Explorers	
Year 2		The Great Fire of London			Queens of England (The Royal Family)		History of the British seaside holiday
Year 3	Ancient Egypt Introduce all 4 early civilisations at the beginning of the unit (Real History)			Local History Study <u>St. Helens</u>		Stone Age, Bronze Age and Iron Age	
Year 4	Ancient Greece				Romans		Anglo Saxons & Scots
Year 5		The Maya			Anglo Saxons Vs Vikings		The Tudors (Real History)
Year 6	The Shang Dynasty				Wars and conflict - WWI -II (Real History)	Crime and Punishment (through the Ages)	
Local History - Liverpool History Week - June (Summer 2) Black History Month - Black History Week - October (Autumn 2)							



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Strands/concepts/big Ideas for your subject area	Golden Threads of Learning									
	Significant Individual/Event	Continuity & Change	Invention/Achievements	Civilisation	Settlement	Empire/power	Monarchy	Religion	Invasion	Migration

History - Long Term Plan and Progression Document - Year group snapshot

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Black History Study	The Great Fire of London		Queens of England (The Royal Family)		History of the British seaside holiday
Topics						
Golden Threads		Significant Individual/Event Change Civilisation		Significant Individual/Event Change Civilisation Invention/achievement Monarchy		Change Civilisation Invention/achievement Settlement
Rational Why do we study this topic?	Builds on previous learning from Year 1 on Toys looking at difference sources of evidence. Draws on learning about homes in EYFS. Develops enquiry skills of continuity and change and difference and understanding what constitutes a significant event.		We are one of the few countries in the world with a monarchy. Children will understand how much of an impact the Royal family have had on our country. Children will be able to compare and contrast some of the different queens in history. This learning builds on learning about significant figures such as George Stephenson and Neil Armstrong. Develops skills on		This unit links to learning in Geography. It builds on from learning about ways of life and changes such as EYFS Victorian Washday and Year 1 Transport and helps to develop skills of chronology. This unit allows children to make links between their own experiences of the seaside and what it was like in the past.	



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<p>Suggested learning sequence</p>	<p>The Great Fire of London</p> <p>Pre - learning knowledge mat</p> <p><u>What can you remember about significant events in History?</u></p> <p>THINK - Significant events / individuals / changes</p> <ol style="list-style-type: none"> 1. How has London changed throughout history? 2. How was life different in 1666? 3. How did the Great Fire start and spread across London? 4. How do we know so much about the Great Fire? 5. How was London rebuilt after the Great Fire? 6. What have we learned about the Great Fire of London? <p>END - Recap unit learning</p>	<p>Queens of England</p> <p>Pre - learning knowledge mat</p> <p><u>What can you remember from about significant people in History? Different ways of life in History?</u></p> <p>THINK - Significant events / individuals / changes</p> <ol style="list-style-type: none"> 1. What is a monarch and where do they live? 2. Who is Queen Elizabeth I? 3. Who was Queen Victoria? 4. What was the Victorian period like? 5. Who is Queen Elizabeth II? 6. How are the Tudors, Victorians and life today similar and different? (compare reigns) <p>END - Recap unit learning</p>	<p>History of the British seaside holiday</p> <p>Pre - learning knowledge mat</p> <p>THINK - Significant events / individuals / changes</p> <p><u>What can you remember about ways of life and changes in History?</u></p> <ol style="list-style-type: none"> 1. What was going to the seaside like 100 years ago? 2. What did people do at the seaside 100 years ago? 3. How do we know what holidays were like 100 years ago? 4. Do we go on holiday for the same reasons now as people did back then? 5. How have seaside holidays changed over time? 6. Can you place seaside holidays in chronological order? *7. Did Grace Darling really carry out the brave rescue on her own? *8. How should we remember Grace Darling? <p>END - Recap unit learning</p>
<p>Key Stage 1 End Points</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> · Know where people and events they study fit within a chronological framework. · Identify similarities and differences between ways of life in different periods. · Use common words and phrases relating to the passing of time. · Use a wide vocabulary of everyday historical terms. · Should ask and answer questions using stories or sources to demonstrate an understanding of the what has been taught. · Understand some of the ways in which we find out about the past. 		
<p>Skills to be taught</p>	<p>-K of events, people and changes in the past. -Chronological Understanding -Historical Interpretation -Historical Enquiry -Organisation and Communication</p>	<p>-K of events, people and changes in the past. -Chronological Understanding -Historical Interpretation -Historical Enquiry -Organisation and Communication</p>	<p>-K of events, people and changes in the past. -Chronological Understanding -Historical Interpretation -Historical Enquiry -Organisation and Communication</p>



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<p>Knowledge to be taught</p>	<p>The Great Fire of London</p> <p><u>How has London changed?</u> Buildings are now made out of materials such as stone metal and glass with spaces in between.</p> <p><u>Where did the fire start?</u> FIRE started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane.</p> <p><u>Why did the fire start?</u> The fires used for baking were not put out properly.</p> <p><u>Why did the fire spread so quickly?</u> In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.</p> <p><u>How did people try to put the fire out?</u> People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.</p> <p><u>How and when was the fire put out?</u> By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.</p> <p><u>How do we know about the Great Fire of London?</u></p> <p>Samuel Pepys' diary, from the 2nd–6th September, map of London then and now, paintings from 1600s, newspapers and or artefacts.</p> <p><u>What happened after the Great Fire?</u></p> <p>London had a rebuild with buildings being built in bricks and stone with more space between houses and brand new civic buildings. A new St Paul's was built which is now one of London's most iconic buildings.</p> <p>A Monument to the Great Fire of London was built. Its height marks its distance from the bakery where the fire began.</p>	<p>Queens of England</p> <p>A monarch is a king, queen, emperor or sultan. They are usually part of a royal family and rule as monarch until their death, or they decide to resign.</p> <p>Queen Elizabeth I was the queen of England from 1558 to 1603. She reigned for 45 years!</p> <p>Queen Victoria was the queen of England from 1837 to 1901. She was queen for 64 years!</p> <p>Queen Elizabeth II is our current queen of England and the UK. She became queen in 1952.</p> <p>Queen Elizabeth II's coronation took place on 2nd June 1953. On this day she was formally crowned Queen of the United Kingdom, Canada, Australia, New Zealand, South Africa, Ceylon, and Pakistan, as well as taking on the role of Head of the Commonwealth.</p> <p>Queen Elizabeth I was born into the Tudor family. She was King Henry VIII's daughter. Her time as queen was called the 'Golden Age' because she encouraged art, music and drama.</p> <p>The time in which Queen Victoria ruled was called the Victorian period and during her reign Britain became the most powerful and richest country in the world.</p> <p>Queen Elizabeth II became Queen at the age of 25. She was already married to Prince Phillip and they have 4 children together. Our Queen is Britain's longest reigning monarch to date reigning for 70 years.</p> <p>In the British royal family this year, the throne was passed from Queen Elizabeth II to her son Prince Charles when she died in September 2022. Next in line is Charles' eldest son (and Kate's husband), William, the current Duke of Cambridge.</p>	<p>History of the British seaside holiday</p> <p>Seaside resorts grew in line with the development of the railways in the early 1900s.</p> <p>As the railways developed, people decided to travel further too visit seaside resorts.</p> <p>Seaside activities over 100 years ago included: making sandcastle, donkey rides along the beach, pushing a bathing machine into the sea, holding a parasol for sun protection, sunbathing, having an ice cream and using buckets and spade that were made out of tin and wood (a lot of which we still enjoy today).</p> <p>As entertainment, people would watch Punch and Judy shows and walk along the Promenade to hear a band, walk or take a rest.</p> <p>Other reasons for seaside holidays in the past were also health related. Seawater was considered to have beneficial effects on healthy and curing diseases.</p> <p>Many people would go to the seaside for a holiday as flying wasn't an option in the past but nowadays you can fly all over the world! Beaches were a lot cleaner during the Victorian times as there wasn't any food packages.</p> <p>In the past, people would wear their normal clothes on the beach and wear bathing suit to cover up even when swimming!</p> <p>Nowadays, people wear swimming costumes trunks, shorts, bikinis and even tankinis. There is a lot of different beachwear available.</p> <p>Today, entertainment at the seaside has changed with amusement arcades, rides and theatre shows but much of the Victorian entertainment is still there!</p> <p>Grace Darling was a lighthouse keeper's daughter, who was famously rescued the survivors of the Forfarshire shipwreck in 1838.</p>
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<p>Topic Vocabulary</p>	<p>Diary Bakery St Paul's Cathedral Firebreak Monument Fire squirt Source</p>	<p>Monarch Government Parliament Elizabethan Victorian Coronation Commonwealth Reign Jubilee</p>	<p>Seaside Pier Sunbathing Bathing Machine Punch and Judy Show Paddle Steamer Promenade RNLI -Royal National Lifeboat Institution</p>			
<p>Key Historical Terms (Vital Vocabulary)</p>	<p>Old New A long time ago Then Now Past Present Significant</p>					
<p>Curriculum Links</p>	<p>EYFS - Y1 -Toys (History), London, UK (Geography) Y2 - Sculpture (Art), Queens of England (History) Y3 - The Romans, St Helens (Victorian link). Y4 - Anglo Saxons, Scots and Picts (History) Y5 - Anglo Saxons vs Vikings, The Tudors (History)</p> <p>Y6 WWI (History) *Whole School Liverpool History Week*- Local Links (DT), (Art) (Geography)</p>	<p>EYFS - Victorian Washdays Y1 -Toys (History), London, UK (Geography) Y2 - Sculpture (Art), Queens of England (History) Y3 - The Romans, St Helens (Victorian link). Y4 - Anglo Saxons, Scots and Picts (History) Y5 - Anglo Saxons vs Vikings, The Tudors (History)</p> <p>Y6 WWI (History) *Whole School Liverpool History Week*- Local Links (DT), (Art) (Geography)</p>	<p>EYFS - Victorian Washdays Y1 -Transport, Toys (History), London, UK, Contrast with Australia (Geography) Y2 - Seashells (Art), Queens of England (History), Africa (Geography) Y3 - The Romans (travel), St Helens (Victorian link). Y4 - Ancient Greeks (entertainment). Y5 -The Tudors (History)</p> <p>Y6 WWI (History) *Whole School Liverpool History Week*- Local Links (DT), (Art) (Geography)</p>			
<p>BRICKS Curriculum</p>	<p>B Opportunities are taken in history to promote British values and to deal with issues that may have arisen in the past.</p>	<p>R</p>	<p>I Inspire critical thinking and wonder through looking difference sources of evidence.</p>	<p>C Verbalise thoughts and theories based on enquiry and interpretation.</p>	<p>K knowledge and skills are built up through our Golden Threads of Learning.</p>	<p>S</p>